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ABSTRACT

The manual contains approximately 68 physical education activities and 60 art activities to be used with special education students in elementary school. It is explained that the physical education activities are limited to low organization games and team sports. Suggested are procedures for class organization, safety, teaching (such as having a warmup period prior to strenuous activities and formation. Given for each sport or game is information on level (primary or intermediate), numbers of players, equipment, formation, and game patterns. Activities described include Crossing the Brook", which entails jumping over an area designated by parallel lines, and "One Old Cat", a softball game which involves hitting a pitched ball and running to first base and home plate. Offered are suggestions for providing artistic experiences, a short bibliography, and a list of materials. Described are art activities such as "Textured Trees", pictures made by cutting tree parts from cloth (burlap and felt) and gluing the parts on cardboard, and painting with fingerpaints over crayon work. (MC)

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# PHYSICAL EDUCATION AND ART

for

# ELEMENTARY SPECIAL EDUCATION

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# PHYSICAL EDUCATION AND ART ACTIVITIES
# for
# ELEMENTARY SPECIAL EDUCATION

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# PHYSICAL EDUCATION ACTIVITIES FOR

# ELEMENTARY SPECIAL EDUCATION

Introduction -- In many cases special education children must be taught to play because they have not had experiences that come from opportunities to participate in organized physical activities. The school physical education program is designed to meet the needs of normal children. Oftentimes the handicapped shy away from physical activity due to failure and frustration.

It has been found that the handicapped can participate in most of the same activities as do normal children. The success of teaching them various physical skills lies with the teacher and his ability to individualize in order to meet unique needs and interests. As in any educational program, the teacher begins where the child is and takes him as far as he can go.

Although a total physical education program should include basic body movements, stunts, tumbling, individual activities and dance activities, this manual is limited to low organization games and team sports. These activities are not new but an attempt has been made to organize them in a manner which will be most helpful to the teacher who works with handicapped children.

Class Organization -- All classes should have routine beginning and closing procedures. Classes should start from a group formation in which all children can hear, see and take part in planning the day's activities. Class periods should close with children meeting as a group to evaluate their progress, discuss problems and questions which have arisen and then line up for return to the classroom in a quiet, orderly fashion.

Some method must be used to gain the attention of the children. If a whistle is used sparingly, it will be found to be a most useful tool. One blast on the whistle signifies "stop all activity." Whatever students are doing when they hear one whistle blast, they should "stop" in their places and listen for the next direction. The whistle may also be used for officiating games.

Safety -- The primary responsibility for safety lies with the teacher. Accidents and injuries which occur in physical education activities are often due to the lack of proper supervision. Many accidents may be prevented if the teacher insists on the correct use of equipment, adherence to rules governing the activities and certain recommended safety procedures. Accentuate the positive in teaching safety by avoiding the "don't" and stressing the correct ways of doing things. Teach children to think in terms of safety for themselves and for other members of the class.

Teaching Techniques -- A teacher will find it advisable to explain a new activity prior to demonstrating or playing it. This may be done in the

classroom, before going to the playground or gymnasium, or when the children are assembled at the play area.

There is no "best" method for presenting activities so try different ones. Children's curiosity can be aroused by means of interesting, colorful, and unusual presentations. The vocabulary used should be at the proper student level and explanations should be brief and simple. When an activity is complex, begin with a few rules and provide additional rules as necessary.

Either the teacher or students may demonstrate a skill or technique. When conducting the demonstration, it is best not to talk too much and allow for a limited number of questions. Supplies and equipment should be on hand and ready to use. Stress safety precautions.

The greatest amount of time in a physical education period should be devoted to the participation phase. Providing for maximum participation will reduce disciplinary problems. Suggestions regarding the participation phase of the lesson include the following:

1. Have a warm-up period prior to strenuous activities.
2. Adjust the rules, size of play areas, length of periods and other conditions to the age, size, maturity, and skill of the participants.
3. Enjoyment and satisfaction are most important.
4. Try to arrange children into homogeneous groups when teaching skills or playing games.
5. Provide for both leading and following opportunities.
6. Provide for rest periods if the activity is strenuous.
7. The younger the child, the more important it is to change the activity frequently.
8. Use praise in preference to censure.
9. Close the activity before the children tire of it.

Formations -- There are a number of different formations for starting an activity but this one is especially good for classes of handicapped children in which there is a wide range in size. Line pupils up according to height from the tallest to the shortest. Count off by the number of teams desired (i.e., if there are 30 students in the class and three teams needed, count off in "threes"). This will give each of the teams a proportionate number of tall, medium, and short students providing the original line has been formed according to height.

The games in this booklet are taken from:

Miller, Arthur G. and Virginia Whitcomb, Physical Education in the Elementary School, New Jersey: Prentice - Hall, 1957.

Richardson, Hazel, Games for the Elementary School Grades, Minnesota: Burgess Publishing Co., 1968.

## CROSSING THE BROOK

Level: Primary
No. of Players: any number
Equipment: none
Formation: line

Two lines are drawn to represent the banks of the brook. The children run and jump over the brook. Anyone missing the jump and landing in the brook is sent "home" to put on dry shoes and socks; he goes "home," pretends to take off and put on his shoes and socks, and then re-enters the games. The small child enjoys dramatizing this procedure and it does not keep him out of the game because he missed a jump.

The lines may be marked with chalk on the gymnasium or schoolroom floor and scratched with a pointed stick on the playground surface.

## CATCH THE CANE

Level: Primary
No, of Players: any number
Equipment: 1 cane
Formation: single circle

The players stand in a circle formation with the player who is It in the center. All players, including It, are given a number. The child who is It holds a cane, with the tip of a finger, in an upright position with one end on the floor. He calls a number as he lets go of the cane. The player whose number is called attempts to catch the cane before it drops to the floor. If he fails to catch it, he is It and the game is repeated. If he catches the cane, he returns to his place in the circle and the first child is It again.

## BACK-TO-BACK

Level: Primary
No. of Players: 8-18
Equipment: none
Formation: single circle

The players are arranged in couples. Partners stand back-to-back with elbows linked. One extra player does not have a partner. Upon a signal from the teacher, all players change partners while the extra player attempts to get a partner. One player will be left without a partner each time. The game is repeated with the player who is left without a partner giving the signal for the next change.

## DROP THE HANDKERCHIEF

Level: Primary
No. of Players: 6-20
Equipment: handkerchief
Formation: circle

The players stand in a circle formation facing the center of the circle. One child is It and he runs around the circle and drops a handkerchief back of and close to another player. He continues to run around the circle, and the player behind whom the handkerchief was dropped picks it up and runs in the direction opposite to that taken by the other player. The player who first reaches the place in the circle vacated by the second player is safe and the other player is It. The child who is It takes, or keeps, the handkerchief and the game is repeated.

## RUN FOR YOUR SUPPER

Level: Primary
No. of Players: 6 to 20
Equipment: none
Formation: circle

Players are in a circle formation. One player is It. He goes around the outside of the circle and, stopping between any two players says, "Run for your supper!" The two players turn away from the player who is It and run in opposite directions around the circle, each attempting to get back first into the place in the circle vacated by the other. The last one back is It for the repetition of the game.

## SIMPLE TAG

Level: Primary
No. of Players: any number
Equipment: none
Formation: none

The players are scattered over the play area. One child is It. He tries to tag another player. A player whom he tags becomes It; he calls, "I'm It!" and the game continues without a break.

## BROWNIES AND FAIRIES

Level: Primary
No. of Players: 6-20
Equipment: none
Formation: groups

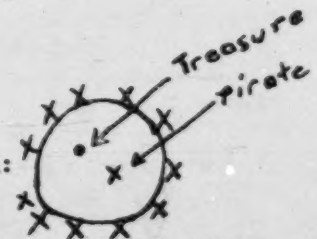
The players are in two groups: one group is called the Brownies and the other is called the Fairies. Goal lines are marked across both ends of the play

area. The brownies are on one goal line and the fairies are on the other. Each group, in turn, stands on its goal line with the players' backs turned toward the other group which, upon a silent signal from the teacher, advances quietly toward the goal. When the brownies are advancing, the fairies are standing on their goal line; the brownies sneak up very quietly and when they are within approximately ten or fifteen feet of the fairies, or within a reasonable distance for a good chase, the teacher calls, "The brownies are coming!" This is the signal for the fairies to turn and chase the brownies, who run for safety behind their own goal line at the opposite end of the play area. Any brownie who is tagged by a fairy before he reaches his goal line becomes a fairy and goes with the child who tagged him to the other goal line. The game is repeated with the fairies sneaking up on the brownies while they stand on their goal line with their backs turned.

## TREASURE ISLAND

Level: Primary
No. of Players: 8-20
Equipment: 1 playground ball

Formation:

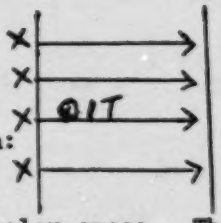



One child, the pirate, stands near the treasure (playground ball) while the rest of the children stand outside the circle, Treasure Island. Players run onto the island at will trying to take the treasure and get off the island without being tagged by the pirate guarding the treasure. Those tagged by the pirate either before or after taking the treasure are out of the game. The player succeeding in getting the treasure off the island without being tagged becomes the new pirate. The game starts over again with those tagged rejoining the game.

## HILL DILL

Level: Primary
No. of Players: 8-20
Equipment: none

Formation:




One child chosen to be It stands in the middle of the play space. The rest of the children stand on one line facing him. It calls, "Hill Dill, come over the hill, or else I'll catch you standing still!" Thereupon, all children run across the play space, past It, to the opposite end line. It chases them and those tagged join him in the middle and help him tag the rest. Those untagged after a given play period win.

## CIRCLE BALL

Level: Primary
No. of Players: 6-10
Equipment: 1 playground ball per circle
Formation: single circle

One child, chosen as leader, stands in the center of the circle and tosses

the ball to each circle player, who tosses it back. If the leader drops a well-tossed ball, the child who tossed it becomes the new leader.

Variations:

a. Ball bounced instead of tossed.
b. Small ball or bean bag used.
c. Leader tosses ball once around the circle, trying to keep errors to a minimum, then a new leader is chosen.

## TOUCH BALL

Level: Primary
No. of Players: 6 to 20
Equipment: 1 ball
Formation: circle

Players are in a circle formation. One child, who is It, stands inside of the circle. A ball is passed from player to player around the circle and across the circle. The child who is It must try to tag the ball. When he does, the child who threw the ball or touched it last becomes It.

## TEACHER BALL

Level: Primary
No. of Players: 6 to 20
Equipment: playground ball
Formation: groups

The children are in groups of six to eight players with one child in each group as the leader or "teacher." The leader faces the other, who form in a line about eight to ten feet from him. He tosses the ball to each player in turn, starting at the head of the line and continuing through the foot of the line. Each child, upon receiving the ball, tosses it back to the leader. Anyone who misses the ball goes to the foot of the line. If the "teacher" misses, he goes to the foot, the child at the head of the line becomes the "teacher," and the play is continued.

## KICK AND CHASE

Level: Primary
No. of Players: 4-8 per group
Equipment: 1 playground ball per group
Formation: Each group in straight line facing wall, 10 yards away (distances may be varied)

Children take turns kicking the ball from the ground to the wall. If the ball does not hit the wall on the first kick, the kicker runs after

the ball and kicks it again. Kicker catches or picks up the ball after it has hit the wall and brings it back to the next child in his group and goes to the end of the line.

## HIT THE CLUB

Level: Primary
No. of Players: 6-20
Equipment: 1 Indian club (bowling pin), 1-8 playground balls
Formation: single circle, club or ground in center

Circle players throw ball at club trying to knock it over. One point or congratulations to those who do. Player knocking club over is the only child who goes into the center to set club back up. Once the game is learned, use three or more balls.

## NUMBERS CHANGE

Level: Primary or Intermediate
No. of Players: 6-18
Equipment: none
Formation: single circle

All players are given a number and one is selected to be It. The players stand in a circle with It in the center. He calls any two numbers. The players whose numbers he calls must exchange places while the player who is It attempts to get one of their places in the circle. The player who is left without a place is It for the next time and he calls the two numbers for the next change.

## SIMPLE RELAY

Level: Primary or Intermediate
No. of Players: 6 to 20
Equipment: stool, chair, or Indian club
Formation: single file lines

Players are arranged in files behind a starting line. Each file represents a team and all files are composed of an equal number of players. A goal is designated approximately thirty feet from the starting line. The goal may be a line or an object such as a stool, chair, or Indian club in front of each file. The first player in each file remains with one foot in contact with the starting line until the signal to start the relay is given by the teacher. As the signal is given, the first player in each file runs to the goal (crosses the goal line or runs around the object), returns to the starting line, tags the second player, and goes to the right of his team to take his place at the end of the file. Each player, in turn, is tagged, runs, tags the next player, and takes his place at the end of the file. The last runner does not tag a

player; he takes his place at the end of the file as he completes his run. The team wins which finishes first with all of the players back in their original places in the file, provided that no fouls have been made by the team.

It is a foul for a player to start before he is tagged; or to fail in observing the goal rule.

The files move forward each time a new runner starts; the next runner contacts the starting line ready to run when he is tagged by the previous runner.

Players may not be required to get into formation at the end of the relay and the team wins when its last runner crosses the starting line first on the return from the goal line. However, it facilitates judging the finish when players are required to be in file formation at the end of the game. It is even simpler to judge if the players are asked to sit down in their places as the team finishes.

## AUTOMOBILE RELAY

Level: Primary or Intermediate
No. of Players: 6 to 20
Equipment: object to serve as a goal
Formation: single file lines

(1) Automobile relay is played as Simple Relay. However, each team chooses the name of an automobile as the name of its team.

(2) Automobile relay may be varied for schoolroom play as follows: Alternate rows play at the same time and, in turn, beginning with the first child in each row, each child leaves his seat from the left-hand side, runs forward and around his own row of seats, and returns to his own seat on the left-hand side, tagging the next runner. This continues until the last child has run. The row which finishes first with the last runner in his seat is the winning team.

## PIN RELAY

Level: Primary or Intermediate
Equipment: 1-3 bowling pins or Indian clubs per team
Formation: File, with bowling pin(s) placed in a chalked circle 25' in front of team.

On "Go" first player on each team runs to the pin, knocks it over, runs back to his team, tags the right hand of the next player, and goes to the end of his line. The second player runs up and sets up the pin, and returns to his team. The third player knocks the pin down, etc.

This relay should be done twice. The second time have the original leader of each team go to the end of his team before the relay starts, so that

the second player is now the leader and knocks the pin over. Each succeeding player will do the opposite of what he did the first time.

## STRAIGHT RELAY

Level: Primary or Intermediate
No. of Players: 4-6 per team
Formation: file

First player on each team runs up on the left, around a marker, and back, tags the right hand of the next player, goes to the end of his team. The next player must wait behind the starting line until his right hand is tagged before he runs. When every player on a team has had a turn, the whole team squats. The first team to squat in a straight line wins.

## PASS AND SQUAT RELAY

Level: Primary or Intermediate
Equipment: 1 playground ball per team
Formation: file, side by side, facing leader out front

Leader of each relay team passes ball to the first player in his line, who throws the ball back, then squats down. Leader continues throwing until everyone has had a turn.

## PARTNER TAG

Level: Primary or Intermediate
No. of Players: 6 to 20
Equipment: none
Formation: pairs

Each player links one elbow with a partner. Two children are without partners: one is the chaser and he tries to tag the other, who is the runner. The runner is safe when he links elbows with any player. The partner of the player with whom he links elbows immediately becomes the runner and is chased. When a chaser tags a runner, the runner becomes the chaser and the chaser becomes the runner.

## FROG IN THE SEA

Level: Primary or Intermediate
No. of Players: 6-20
Equipment: none
Formation: circle

A circle, about six feet in diameter, is drawn on the floor or scratched on the playground surface. The child selected to be the frog sits cross-

legged in the center of this circle. The other players chant:

Frog in the sea
Can't catch me!

They step in and out of his circle and dare him to catch them. The frog tries to tag someone without leaving his sitting position. Anyone whom he tags changes places with him and the games continues.

The frog must not leave his sitting position. If he does not keep this position while tagging a player, the tagging is unfair and the child who was tagged does not change places with the frog.

## PUM-PUM-PULLAWAY

Level: Primary or Intermediate
No. of Players: any number
Equipment: none
Formation: group behind a goal line

The players are behind a goal line marked across one end of the play area. Another goal line is marked at the opposite end. One player, who is It, stands in the center of the play area and calls, "Pum-pum-pullaway! Come, or I will pull you away!" At his signal, all players must run to the opposite goal while It tries to tag them before they reach the goal. Those who are tagged stay in the center and help to tag the remaining players as the game is continued. The object is to be the last one caught.

## HAVE YOU SEEN MY SHEEP?

Level: Primary or Intermediate
No. of Players: 6 to 20
Equipment: none
Formation: single circle

The players sit or stand in a circle formation. One player is It; he goes around the outside of the circle, stops behind one of the players and asks, "Have you seen my sheep?" The player in the circle replies, "What does he look like?" The child who is It then describes another player in the circle while the second player guesses who it is that is being described. As soon as he guesses correctly, he chases the described player around the outside of the circle trying to tag him before he can run around the circle and return to his place. If that player is tagged, he becomes It, and if he is not tagged, the chaser is It and the game is continued. The original It does not take part in this chase but steps into the circle in the space vacated by the chaser.

## SIMPLE DODGE BALL

Level: Primary or Intermediate
No. of Players: 6-20
Equipment: 1 playground ball
Formation: single circle

One player chose to be It in the center. Circle players throw the ball, trying to hit It below the waist. It may dodge, run, turn or jump to avoid being hit but he may not run outside the circle. The player hitting It becomes the new It.

Variations:

a. Two or three children may be It
b. Birthday Dodge. All children having a birthday in the month(s) named go the center. Play until all of these children are hit out or for a limit of two minutes, then call different month(s) in. When played this way, no one takes the place of the child hit out.

## WONDER BALL

Level: Primary or Intermediate
No. of Players: 6-10 per circle
Equipment: 1 playground ball per circle
Formation: single circle

Ball is passed around the circle from child to child while the following verse is said:

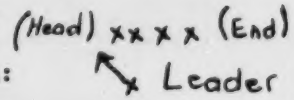
The wonder ball goes round and round,
To pass it quickly you are bound,
If you're the one to hold it last
You-are-OUT!

Child holding the ball on the word "OUT" is out.

## LEADER AND CLASS BALL

Level: Primary or Intermediate
No. of Players: 4-8 per group
Equipment: 1 playground ball per group

Formation:




Leader throws the ball to each child in his line, who throws the ball back to him. If the leader misses, he goes to the end of his line, all children move up the line one position, and the child at the head of the line becomes the new leader. If a child in the line misses, he goes to the end of the line. The object of the game is for each child to work up to the head of the line and become the leader.

## BALL RACE

Level: Primary or Intermediate
No. of Players: 6-12 per circle
Equipment: 1 playground ball per circle
Formation: 2 single circles

Each circle chooses a child to be the leader, who stands in the middle of his circle with a ball. On "Go" the leader throws the ball to each player in turn who catches the ball and throws it back. After each child has had his turn, he squats down. The circle with everyone squatting down first, wins.

## PARTNERS' BALL

Level: Primary or Intermediate
No. of Players: 8-20
Equipment: 1 ball for every 2 children
Formation: informal

Sets of partners are selected. Playground, soccer, and volleyballs may be used. Partners face each other across the gym or playground, 10 to 14 feet apart. Different skills may be practiced; roll ball back and forth, toss underhand, throw underhand, bounce to partner, kick ball with side of foot. To motivate, instructor may give partners a specified length of time (30 seconds, one or two minutes). How many passes can partners make without missing the ball?

## KEEP IT UP

Level: Primary or Intermediate
No. of Players: 6 to 20
Equipment: 2 volleyballs
Formation: 2 teams

The players form in two or more teams with five or six players on a team and each team gets into a small circle. Each team has a volleyball. Upon a signal, the ball is tossed into play by a team member. The players attempt to keep their team's ball in the air by batting it with open hands, and the team which keeps its ball up the longest wins a point. The team which earns the most points within the playing period wins the game.

## BOWLING

Level: Primary or Intermediate
No. of Players: 4-8 per group
Equipment: 1 playground ball or 3" rubber ball, and 1, 3, or 6 bowling pins/group
Formation: x x x x | ← 20' - 40' → - : : Bowling Pins

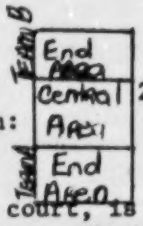
Each player rolls ball at pins. One point for each pin knocked over. Player retrieves ball, sets up pin(s) and gives the ball to next player in his

group. Group with highest score in given number of rounds wins. Can also have children in each group take turns being pin boys. They set up pins and roll back to their group.

## BOUNDARY BALL

Level: Primary or Intermediate
No. of Players: 6 to 20
Equipment: 2 playground balls

Formation:




The play space, about the size of a basketball court, is divided into three equal areas: one central and two end areas. The players are in two teams placed with one team in each end area. The object of the game is to throw, roll, or bounce a ball over the opponents' rear boundary line.

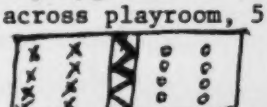
A player from each team stands on his own rear boundary line with a ball. On the signal to start play, the two balls are thrown into play by these two players. Thereafter, the balls are thrown from the place where they are intercepted within the end areas. No ball can be played from outside the boundary lines of the end areas. A ball which goes out of bounds is recovered by a near-by player and brought just inside the end area at the point where it went out. The central area is neutral and is considered out of bounds. The team which first gets a ball over the opponents' rear boundary line wins the game.

After the players become skillful, the game may be scored. One point is scored for each ball thrown over the opponents' rear boundary line; and the team first scoring five points wins the game. After each score, the ball is recovered, brought just inside the boundary line, and put into play immediately.

## OVER THE NET

Level: Primary or Intermediate
No. of Players: 6-12 per team
Equipment: 1 playground or volley ball, rope or volleyball net stretched across playroom, 5'6" high.

Formation:



Each team in two lines on either side of net. One team starts game by throwing ball over the net to the other team, who must catch it, either in the air or after one bounce, and throw it back over the net. If the ball is caught by the back line, they should throw it to the front line, who throw it over the net. No player may walk or run with the ball. Point for one team when other team fails to catch the ball in the air or after one bounce, or throws the ball out of bounds or into the net. Play continues by player with ball. Winner is team first scoring 10 points. Each team should switch positions, from back to front line after designated number of points or minutes of play.

## BATTLE BALL

Level: Primary or Intermediate
No. of Players: 10-18
Equipment: Volleyball net and odd number of balls -- usually 7

Two teams, one on each end of a volley ball court with the net in place. The object of the game is to throw the balls over the net as quickly as possible, so that when the time limit has expired there will be as many balls as possible in possession of the other team. At the beginning of the game the balls are divided one side having an extra one. The game is played in 3 minute quarters. Four quarters constitute a game. Teams exchange sides of court at half time.

At the end of each quarter the balls are counted; this count represents the score. The team with the lower number of points at the end of the fourth quarter is the winner.

## CORNER BOWLING

Level: Primary or Intermediate
No. of Players: 10-18
Equipment: 4 coffee cans -- 4 playground balls and 1 bowling pin
Formation:

Divide class into four teams. Line each team up in one corner of the gym. Place a coffee can with a ball on top of it about four feet in front of each line. Place one pin in the center of the gym. On a signal the first person in each line runs around the outside of all four coffee cans. As soon as he reaches his own space, he picks up the ball and rolls it at the pin. He must stand beside or behind the can. As soon as the ball from the opposite team reaches him, he may use that ball to hit the pin. They continue rolling the balls until someone knocks the pin down. The player knocking down the pin scores one point for his team. Place the balls back on the cans and the next players on each team get ready to run on signal.

Players should run in only one direction and if they knock over a can, they must stop and put it back with ball on top.

## BEATER GOES 'ROUND

Level: Intermediate
No. of Players: 8-18
Formation: single circle

The players stand in a circle formation with their hands behind their backs. A rolled newspaper is used as a beater. The player who is It has the beater and is outside of the circle formed by the other players. He goes around the outside of the circle and places the beater in the hands of any

one of the players. Upon receiving the beater, the player begins to chase the player who is on his right, hitting him with the beater; both run counter-clockwise around the circle until the runner returns to his place in the circle. The one with the beater is then It and places the beater in the hands of another player and the game continues. The player giving the beater to another player always steps in to a place in the circle vacated by the player to whom he gave the beater.

When played in the schoolroom, the players sit at their desks with their heads on the desks and hands behind their backs. The player receiving the beater chases the player in front of him, who runs until he gets back to his own seat. The one who gave the beater to the chaser takes the seat vacated by the chaser.

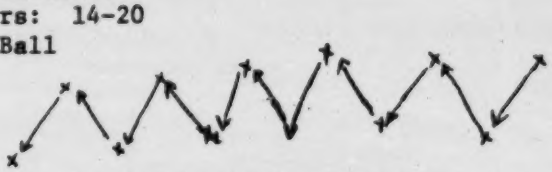
## CARRY AND FETCH RELAY

Level: Intermediate
No. of Players: 8-18
Equipment: Beanbag
Formation: Relay

Teams are in a relay formation as for Simple Relay. The first player in each team has a bean bag. Upon the signal to start, he carries the bean bag and places it inside a circle drawn on the floor or ground just in front of his team and beyond the goal line. He then runs back and touches off the second player, who runs, picks up the bean bag, brings it back, and gives it to the third player. The third player takes it back to the circle, returns, and touches off the fourth player, who runs to get the bean bag, et cetera. The team whose players have all run and are back in their original places first wins the relay.

## ZIG-ZAG RELAY

Level: Intermediate
No. of Players: 14-20
Equipment: Ball
Formation:



The players form in equal teams with from ten to twelve players on each team. The players in each team are arranged in two lines facing each other and several feet apart. They are placed so that those in one line stand opposite the spaces between the players in the line which they are facing. A ball is passed zig-zag from the first player in one line to the first player in the other line and so in the zig-zag pattern to the end. The first throw is started on a signal and the team which finishes first wins the relay.

## OVER AND UNDER RELAY

Level: Intermediate
Equipment: 1 playground ball per team
Formation: File

First player passes the ball over his head with both hands to the next player, who passes it between his leg to the next player, who passes it over his head. Last player to receive the ball runs down the left hand side of his team to the front. All players move back one space from the starting line. Relay continues, the first player always passing the ball over his head to the next. Team back to starting position first wins.

## OBSTACLE RELAY

Level: Intermediate
No. of Players: 4 to 8 on each team
Formation: File, with circle drawn 15' in front of each team and square drawn 15' ahead of circle.

First player on each team runs up to the circle, runs around the circle three times and continues running to the square, jumps up and down in the square three times and runs back to the end of the line. Second person in line does the same, etc., until all have had a turn.

## RESCUE RELAY

Level: Intermediate
No. of Players: 6-8 per team
Formation: File, with leader of each team standing behind goal line, 25' from starting line, facing his team.

Leader runs to first player on his team, grasps this player's right hand with his left hand, and both run back to goal line. Rescued player runs back and gets next player until all have been rescued.

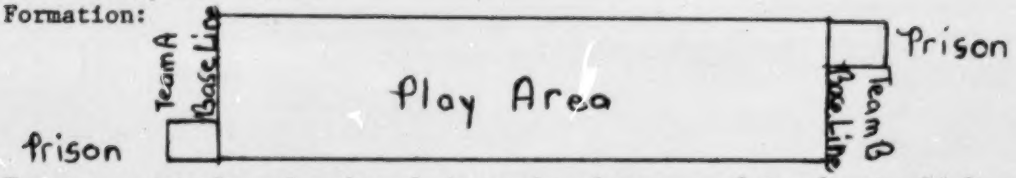
## WATER SPRITE

Level: Intermediate
No. of Players: 6 to 20
Equipment: none
Formation: 2 groups

Goal lines are marked across both ends of the play area. One child is chosen as the sprite and he stands in the center of the play area. The other players are divided into two groups, each behind its goal line at one end of the play area. The sprite calls the name of one of the players, who immediately calls the name of a player on the opposite goal line. These two players change goals while the sprite tries to tag one of them before he reaches the opposite goal line. If he tags one, he changes places with him and goes to the goal line toward which the tagged player was running, while the child who was tagged becomes It.

## PRISONER'S BASE

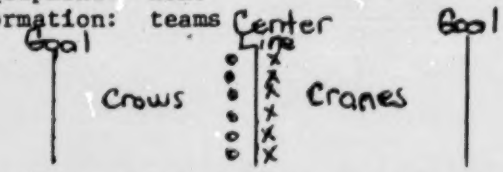
Level: Intermediate
No. of Players: 10-20
Formation:




Two teams are formed and each is assigned to one of two bases which are marked at opposite ends of the play area. Each team has a prison near its base. The players try to take all the opponents as prisoners. A player is taken as a prisoner when he is tagged by an opponent who left his (the opponent's) base after he (the player taken as prisoner) left his. Thus, a player can tag an opponent only if an opponent left his base before he did. Safety is attained by a player who has left his base by capturing an opponent, freeing a prisoner, or returning to his base before he is tagged. A player who has tagged an opponent fairly can take his captive to prison without being tagged. A prisoner can be freed by being tagged by a member of his team who has reached him in prison without getting caught, and both may then return to their base safely. Players may return to their bases at any time and then they are free to tag any opponent who is out when they leave their base again.

## CROWS AND CRANES

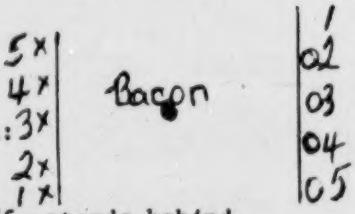
Level: Intermediate
No. of Players: 5-20
Equipment: none
Formation: teams




Children divide into two groups, crows and cranes. Groups face each other toeing the center line. Instructor calls crows or cranes. If he calls crows, they run to the goal line behind them while the cranes chase them. All players tagged by the cranes become cranes or are put out of the game. Both groups return to the center line and the game continues. Leader calls again. Group with the most players at the end of the playing time wins.

## STEAL THE BACON

Level: Intermediate
No. of Players: 8-20
Equipment: one playground ball or beanbag
Formation:




Divide class into two groups. Each group, numbered off, stands behind its goal line. "Bacon" is placed on the ground midway between the two

groups. The instructor calls one number. Player with that number from each group runs in and attempts to steal the bacon and return to his goal line without being tagged by the other player called in. A point goes to a group each time the bacon is brought back safely. Once a player takes the bacon, he may be tagged, and he may not drop the bacon to avoid being tagged. If opposing players reach the bacon at the same time, it is better strategy for them to walk around it waiting for the right moment to grab it and run for their goal line. The group reaching ten points first or having the most points at the end of the playing time wins.

## STREETS AND ALLEYS

Level: Intermediate
No. of Players: 8-20
Equipment: none

Formation:

□ =Runner
• =Chaser

Children stand in three or more lines as shown above. When the children in each line join hands with the child in the line next to them and face the instructor, they form "streets." When all face to the right and join hands, in their lines, they form "alleys."

To start the game, one child, chosen as the runner, stands on any street. Another child, the chaser, stands on another street. On "Go," the chaser runs after the runner trying to tag him. Both children must run up and down the streets only. When the instructor calls "alleys" all children shift to the right as shown above, and the chaser and runner now use only the alleys. Neither runner may break through joined hands, and the chaser may not reach across a street or alley to tag a runner. When the runner is tagged, a new chaser and runner are chosen and the game continues, the previous runners taking the places of those chosen.

## BOMBARDMENT

Level: Intermediate
No. of Players: 10-20
Equipment: 2 basketballs or volleyballs and Indian clubs

The play area is divided into two equal courts by a line marked across the center; boundary lines are marked along the sides, and goal lines across both ends. One team is placed in each court and an equal number of Indian clubs is placed across the width of the courts on each goal line. The players attempt to knock over the opponents' clubs with a ball thrown by a player from within his team's court. Each club which is knocked over scores one point. The club is scored and immediately set up again. Play is continuous until five points are made by either team; the team which first makes five points wins the game.

Two basketballs or volleyballs are used for the game. The game is started with a throw by a player from both teams made from their respective goal lines. The balls may be thrown to a team-mate or into the opponents' court at the start of the game and during the game. Balls must be thrown from

where they are caught; however, balls which go out of bounds, including those which have knocked over a club, are recovered by a near-by player, brought into the court, and put into play at the point where the ball went out. Players cannont enter the opponents' court. If a player in any manner knocks over a club on his team's goal line, one point is awarded his opponents.

## END BALL

Level: Intermediate
No. of Players: 10-20 Formation: Two Teams (see diagram) below
Equipment: basketball or volleyball

This game is played with a basketball or a volleyball. The players form two teams. One third of the players on each team are end men and the others are guards. The object of the game is for a guard to throw the ball over the heads of the opposing guards to one of his own end men while the end men has both feet in his end area (see diagram). A point is earned for each successful pass. The game may be played in three- to five-minute halves with one- to two-minute rest periods between halves.

Diagram shows twelve players on each team; this is a good number for an interesting game.

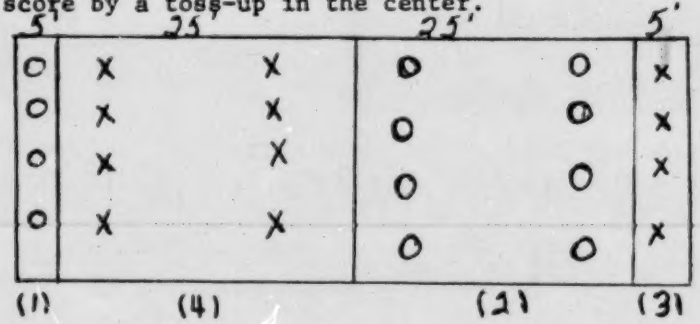
The size of the court will depend upon the abilities of the players. The regulations basketball court with end areas inside the rear boundary lines is usually suitable

The game is started with a toss-up between two opponents who have come to the center; one player stands on each side of the center line and each player attempts to bat the ball to his own guards. Play is continuous. When an end man receives the ball, he immediately throws the ball back to his guards. A guard may pass the ball to another guard or attempt to score with a throw to his end men. A ball which goes out of bounds is recovered by a near-by player, brought inside the boundary line at the point where it went out, and put into play.

It is a foul for a guard to step across the center line or into the opponents' end area. The ball is given to the nearest opponent when a foul is committed.

The team which scores the highest number of points within the playing time wins the game.

Basketball rules may be introduced and penalties attached to fouls such as traveling, holding the ball, et cetera. Also, the play may be started after each score by a toss-up in the center.



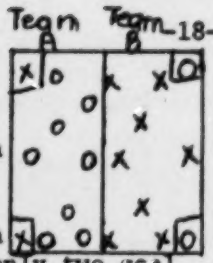

DIAGRAM

(1) End men, team A
(2) Guards, team A
(3) End men, team B
(4) Guards, team B

## CORNER BALL

Level: Intermediate
No. of Players: 10-20
Equipment: basketball of volleyball

Formation:




This game is similar to End Ball except that each team has only two goal men (end men). Each goal man has a corner, which is a space five feet square in the corner of the opponents' court where the goal and side lines meet. The ball is tossed in the center to start the game and a point is made each time a goal man catches the ball while both feet are in his goal area. See End Ball for details and rules of play.

## CLUB GUARD

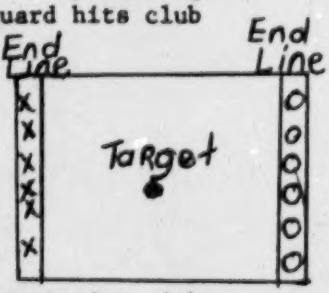
Level: Intermediate
No. of Players: 8-10 to a circle
Equipment: 1 playground ball per circle and one Indian club
Formation: single circle, Indian club in the middle

One child chosen to guard club in the middle of a circle of players. Circle players try to throw ball past guard and knock down pin. Player who is successful becomes the new guard. Guard protects club by batting ball thrown or blocking throw with his body or legs. If guard hits club over, a new guard is chosen.

## TEAM TARGET

Level: Intermediate
No. of Players: 6-12 per team
Equipment: 3-10 balls, 1 different color (target)

Formation:

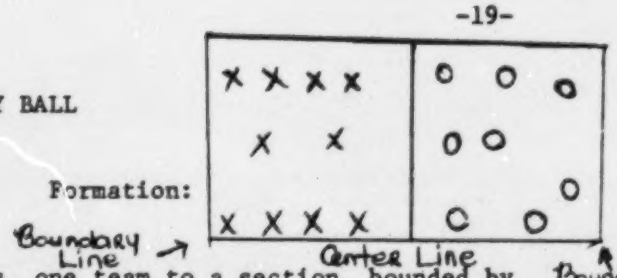



Teams lined up side by side behind own end line, each team starting with half of balls to be used. Target (different colored ball) placed on ground in center of play space. On "Go," both teams throw their balls at the target, trying to move it and keep it moving towards and over the other team's end line. One point for team getting target across other team's end line. No player may stop target going over his end line except by knocking it back with a ball in play. All players must stay behind their end lines and may not retrieve balls dead in center. Balls which have stopped in the middle of play may be put in motion again by being knocked with another ball. All balls going out of bounds cannot be retrieved until point is made or there are no balls left in play. When either of these two situations occur, all balls are retrieved, target is placed again in center, and game is restarted with balls evenly distributed between the two teams. Player with ball may not switch places on end line in order to get in more favorable position to hit the moving target, but balls may be passed down the line to a player nearer target.

## BOUNDARY BALL

Level: Intermediate
No. of Players: 8-20
Equipment: 1 playground ball

Formation:




Playing area divided into two sections, one team to a section, bounded by the center line and end boundary line. The ball is thrown back and forth between the two teams, the object being to throw the ball past the opposing players and over their end boundary line. Players may bat the ball down or catch it, then throw or pass it, but no player may run or walk with the ball. No player may cross the center line or play behind the end boundary line. ONe point each time the ball goes over the boundary of the opposing team. Ten points wins the game. Each team spreads out informally in its own section, but players should be encouraged to cover and stay in a certain area.

## FREEZE OUT

Level: Intermediate
No. of Players: 4-18
Equipment: basketball
Formation: lined up behind free-throw line

The players stand, facing the basket, in a file behind the free-throw line on the basketball court and, in turn, throw a basketball, trying to shoot the ball into the basket. Whenever a player is successful in making a basket, the player who follows him in the lineup must also make a basket or drop out of the game. The players each try to be the last one remaining in the game.

## KEEP AWAY

Level: Intermediate
No. of Players: 10-18
Equipment: basketball

Two teams, each with six to eight players, are scattered over the play area. A ball is tossed into the area. Players attempt to recover the ball and pass it among their own team members while the opponents attempt to intercept the passes. If two opponents catch a pass simultaneously, the teacher steps in to toss the ball between these two players, who try to bat the ball to their own team members; they cannot catch the ball on the toss-up. The game is very informal. It is continuous and no points are scored.

Rules are often contributed by the players and boundaries, methods of handling the ball, and scores according to the number of successful passes illustrate factors which may be considered in making additional rules for Keep Away and converting it into a more complex game.

## CROWN THE KING

Level: Intermediate
No. of Players: 8-18
Equipment: stool, ball

One player, the king, sits on a stool in the center of a circle approximately fifteen feet in diameter marked on the ground or floor. Another player is the guard and he stays inside the circle to protect the king. The other players are outside of the circle. They attempt to crown, or hit, the king below the waist with a basketball or volleyball. When a player crowns the king, he becomes the guard and the former guard becomes the king. The former king takes a place in the group outside the circle.

## ONE OLD CAT

Level: Intermediate
No. of Players: 4-8
Equipment: softball & bat
Formation: pitcher's box, homeplate and first base

This game uses a softball and a junior softball bat, and a pitcher's box, homeplate, and first base. The game is played by four or more players and it is popular whenever there are not enough players for other types of softball games. The four necessary players are the pitcher, catcher, batter, and fielder; if there are more players, they are fielders, who are numbered first, second, third, et cetera, depending upon the number of players. The players adopt such softball rules as are desirable for the particular group. Each player scores for himself alone when he is the batter.

The batter scores by hitting a fair ball and running to first base and back to homeplate without being put "out." The batter may be put "out" by another player's catching a fly or a foul ball, by the catcher's tagging homeplate with the ball before the runner touches the plate, or by making three strikes.

When a batter is put "out," the players rotate positions: the batter becomes the fielder (or, the last fielder if there are more than four players); the fielder (or, the first fielder) becomes the pitcher; the pitcher becomes the catcher; and the catcher becomes the batter.

## CIRCLE STRIDE BALL

Level: Intermediate
No. of Players: 12-15
Equipment: volleyball
Formation: circle

A soft ball such as a volleyball or large play-ball is used. From twelve to fifteen players are in a circle. Each player takes a stride-stand

position with feet touching a foot of the player on each side. The child who is It stands in the center with the ball. He rolls the ball, attempting to roll it out of the circle between the feet of one of the players. If he is successful, the person who allowed the ball to pass out of the circle between his feet becomes It, and the center player takes his place in the circle. The players must use their hands to stop the ball, and they must not move their feet from the ground or floor. A ball which goes out of the circle between two players is recovered by a near-by player; he tosses the ball to the player in the center, takes his place in the circle, and play is resumed.

## FIVE-THREE-ONE

Level: Intermediate
No. of Players: 3-16
Equipment: basketball
Formation: lined up behind free-throw line

This game may be played with as few as three or as many as ten players in a group; and as many groups can play as there are baskets and balls. The players take turns shooting at the basket with a basketball. Each player, in turn, shoots from behind the free-throw line, recovers the ball and shoots from where it is recovered, and recovers the ball and shoots the third time. A basket made on the first shot counts five points, on the second shot three points, and on the third shot one point. If no baskets are made, the score is zero.

After making the third shot, the player passes the ball to the next player, who is waiting on the free-throw line. When a ball goes out of bounds, the thrower recovers it and brings it inside the court at the point where it went out. All other balls must be shot from where they are recovered.

At the end of the playing period, the player with the highest score wins the game.

## OVERTAKE

Level: Intermediate
No. of Players: 10-20
Equipment: 2 balls
Formation: single circle

The players stand in a circle and count-off by twos. Those numbered "one" are members of one team and those numbered "two" are members of the other team. Each team selects a captain; the two captains stand inside a six-foot circle in the center of the circle of players which is now composed of the two teams with no two players from the same team standing next to each other. Both captains have a ball. On a signal, each captain, starting with any team member in the circle whom he chooses, tosses his ball to a member of his team who tosses it back to the captain. The captain tosses

it to the next team member (in a clockwise direction) who, also, tosses it back to the captain. The ball is tossed in this manner clockwise around the circle by both teams at the same time until each ball has been thrown to all members of the team and is back in the captain's hands. One team "overtakes" the other team when its ball passes the ball of the other team as the balls are tossed around the circle.

The team which tosses the ball completely around the circle as described and finishes first with its ball in the hands of the captain scores one point; when a team "overtakes" and finishes first, it scores two points. The team first scoring five points wins the game.

## KICK BALL

Level: Intermediate
No. of Players: 10-20
Equipment: soccer ball
Formation: softball diamond

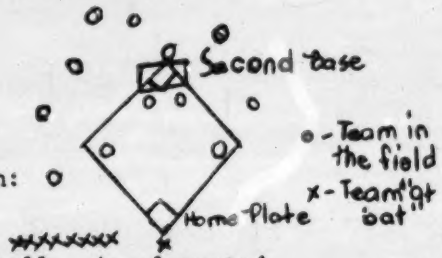
Kick Ball is played with a soccer ball and on a softball diamond. Players form two equal teams with about ten players on each team. The players on each team are numbered. The game is played with one player up to bat and one player from the other team in the field. For example, player number one from Team A stands behind the ball placed on the home plate while player number one from Team B is in the field. The "batter" kicks the ball into the field, runs and touches as many bases as he can before the fielder recovers the ball and runs to home base with it. The kicked ball is a foul ball if it hits the ground back of the base lines from home plate to first and to third bases; the "batter" cannot run on a foul ball and he kicks again. One point is given for each base touched by the "batter," but he is "out" if he does not get to home base before the fielder reaches it with the ball. The players on the team at bat kick in numerical order, and the players on the opposing team with the same number as the "batter" field the ball, until three "outs" are called. Then, the next players, numerically, go into the game with the players on the team retired by three "outs" playing in the field.

The game is played for a designated length of time and the team which scores the most points in the period wins the game; or a definite number of innings, with each team up to bat three, five, or seven times, are played and the team which scores the most points at the end of the designated number of innings is the winner.

## SECOND BASE BALL

Level: Intermediate
No. of Players: 8-20
Equipment: soccer ball

Formation:




This game is played by two teams, and with a soccer ball. An elongated base encloses the second base of a soft-ball diamond. The players of the

team "at bat" kick the ball placed on the home plate, run to the long second base, and run back to the home plate. If a player tags the home plate before he is put "out," he scores one point for his team; he is "out" if the ball which he kicked is caught by an opponent before it hits the ground, or if he is hit below the waist by a ball held or thrown by a fielder. Fielders must throw the ball from where it was caught; they cannot hold the ball longer than three seconds, and they cannot run with the ball.

The players on each team are numbered for "batting" order before the game is started. The game starts with one in the field and the other team "at bat." When three "outs" are called against the team "at bat," the teams change positions and the team in the field comes in while the team that was kicking goes out in the field.

Both teams play an equal number of turns "at bat" and in the field, or for an established number of innings. The team which scores more points during the playing time wins the game.

Scoring may be changed and one point awarded for each runner reaching second base and for each runner reaching home plate safely. The long base permits several runners to await the run in to home plate and the players are allowed to wait on second base; however, a runner can only run after a ball is kicked and if he leaves second base he must continue his run to home plate.

## NEWCOMB

Level: Intermediate
No. of Players: 12-20
Equipment: volleyball & net

A large ball such as a volleyball or a basketball is used. The players form two teams with from ten to twelve players on each team. Each team is scattered over one of two courts separated by a net or rope from six to eight feet high. Side and end boundary lines enclose the courts. Play is started by a player on one team, chosen by chance. The players throw the ball back and forth over the net attempting to hit the floor of the opponents' court with the ball. A point is made if the ball thrown over the net hits the floor of the opponents' court provided the ball does not touch the net as it goes over. The ball must be thrown and cannot be batted over the net. No point is made if the ball is caught by the opponents before it hits the floor. Play is continuous; after a point is made, the ball is recovered and put into play immediately. Any ball going outside the boundary lines is recovered by the nearest player, who brings it into the court at the point where it went out and puts it into play.

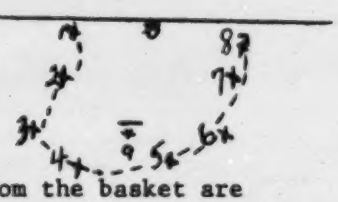
The game is played in halves of from four to six minutes with a rest period between halves. The teams change courts for the second half and play is started by a throw from the team which did not start the play at the beginning of the game.

The team which makes the most points wins the game.

## BASKETBALL GOLF

Level: Intermediate
No. of Players: 6-18
Equipment: basketball

Formation:



Different spots on the floor at varying distances from the basket are numbered from one to nine (or less). Players shoot from these spots for the basket or "hole." Each player keeps his own score; the one with the lowest number of shots is the winner.

## SOCCER SKILLS

I. Trapping the Ball

a. Sole of foot placed on ball, toes up, heel down
b. One knee bent over ball, trapping ball between knee and ground
c. Feet together, both knees bent over ball, trapping ball between knee and ground

II. Kicking

Ball is kicked with instep of foot, outside of foot, or toe.

III. Dribbling

Ball is advanced by series of short kicks every two or three steps. Inside of foot or toe used.

IV. Passing

For a pass to the right, left leg swung back then forward hitting ball with inside of left foot; use right foot for pass to left.

V. Blocking

Stopping the ball in the air by letting ball rebound of shoulder, chest, hip, or knee. Hands and arms may not be used.

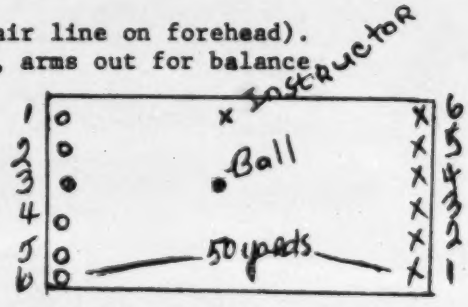
VI. Heading

Ball is met with top and front of head (at hair line on forehead). Player jumps up and forward to meet the ball, arms out for balance

## LINE SOCCER

Level: Intermediate
No. of Players: 10-16
Equipment: soccer ball

Formation:




Two teams line up according to height in back of respective goal lines, and number off, as shown above. (If there is an extra player on one team, one

player on opposing team is given two numbers). Instructor calls a number and rolls ball into play. Players called in attempt to score by kicking ball over opposing goal line. Ball must be played twice by those called in before the goal is attempted.

Players on goal lines are called "goalies." They may block or trap and kick back into play any ball coming back at them, but they may not use hands or arms to stop ball. If they do, one point goes to the opposing team. Ball kicked above shoulders of goalies scores one point for the defending team.

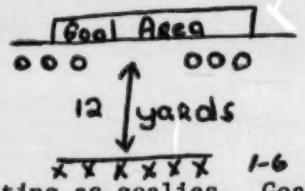
Players called in, play until goal (one point) is made or until ball is kicked out of bounds. Another number is called, previous players return to their goal lines, and game continues with two new players.

Lead up to soccer.

## SOCCER GOAL KICK

Level: Intermediate
No. of Players: 8-18
Equipment: soccer ball

Formation:




Players of team 0 stand in front of goal line acting as goalies. Goalies may block or trap ball, but hands may not be used to stop ball.

Players of team X take turns attempting to score by kicking stationary ball through goal, shoulder level or below. Teams exchange places after all players on team X have had a chance to kick.

Winner is team scoring most goals in given number of rounds.

Lead up to soccer.

## HEAD MAN

Level: Intermediate
No. of Players: 6-10 per group
Equipment: 1 basketball per group

Divide each group into two teams. Number 1 player for each team is called "Head Man" and takes a position in back of free throw line, or any other designated place. Last man on each team stands under the basket, retrieves ball for his head man and passes it back to him.

On the signal "Go" both head men begin to shoot until one of them makes a goal. The player who makes a goal scores 1 point for his team. After the turn is over, number 2 becomes the new head man, number 1 player becomes the new retriever and the retriever becomes the last person in line. Rotation continues after each goal. Team with most points wins.

## CLASSROOM GAMES

### SAFETY PRECAUTIONS

For all running games played in the traditional schoolroom do not allow the children to cut through vacant seats. They must run around rows of seats, using the aisles. Cutting through seats may cause tripping. It may also cause unnecessary noise and confusion.

Continuously warn the children to keep their feet under their desks when others are running to avoid tripping a player.

Keep desk surfaces cleared of books, papers, pens, and pencils.

Give clear, concise directions when describing classroom games. Be sure to designate the aisles and the direction in which the children should move.

## WHO IS KNOCKING AT MY DOOR?

**Level: Primary**

The players sit in their own seats while the child who is It sits in a chair in the front of the room, with his back toward the players. A child is chosen by the teacher to go up and knock on the floor behind the chair of the child who is It. Upon hearing the knock he asks, "Who is knocking at my door?" The knocker answers, "It is I." The child in the chair is allowed three trials to guess who it is. If he guesses correctly, the knocker becomes It. If he cannot guess, he may look and he is then It again.

## DOG AND BONE

**Level: Primary**

One child is selected to be the dog. He sits on a chair or stool in front of the children who are sitting at their desks. The dog closes his eyes. His back is toward the other players. The dog's gone, which is an eraser, book, or any article of similar size, is placed near his chair. A child selected by the teacher attempts to sneak up to the dog and touch his bone without the dog's hearing him. If the dog hears someone coming, he turns around and says, "Bow! Wow!" Then, the player must return to his own seat. The teacher selects other players who, in turn, attempt to sneak up and touch the bone. A child who is successful in touching the bone before the dog hears him becomes the dog and the game is repeated.

## DUCKS FLY

**Level: Primary**

The players stand in the aisles of the schoolroom. The player who is It stands in front, faces the group, and calls, "Ducks fly! Birds fly! Horses fly!" et cetera. When he names an animal which does fly, the players go through the motions of flying: raising the arms high above the head and lowering them to the side. When he names an animal which does not fly, they must not "fly." Anyone who "flies" when an animal is named which does not fly, or anyone who does not "fly" when a flying animal is names becomes It and the game is repeated.

## WHO HAS GONE FROM THE ROOM?

**Level: Primary**

The players sit in their seats or in a circle. One child is It. He closes his eyes while the teacher indicates which child shall leave the room. After this child has left, the child who is It opens his eyes and guesses who has gone. If he names the child correctly, that child is It the next time. If he fails to names the child, he guesses who has returned. If he fails, he must be It again.

## HUCKLEBERRY BEANSTALK

Level: Primary-Intermediate

Some small object is hidden by the teacher while the players are outside of the room. They are called in to hunt for the hidden object. Anyone seeing it takes his seat and calls, "Huckleberry beanstalk!" The object of the game is not to be the last one to find the hidden object.

Children will learn that they must not look at the hidden object as they say, "Huckleberry beanstalk!"

## CHANGE SEATS

Level: Primary-Intermediate

The children are sitting in their seats. The teacher gives the command: "Change left!" "Change right!" "Change front!" or "Change back!" At the command, the children shift in the direction named. When the shift is forward, those who were in the front row continue to play in a standing position until the command, "Change back!" is given. If the command is to change right, those in the right-hand row of seats stand, et cetera.

## SIMON SAYS

Level: Primary-Intermediate

One player is selected as the leader. He stands in the front of the room and the other players stand in the aisles facing the leader. The leader gives commands, some of which are prefaced by "Simon says," and some of which are not. The players must do everything commanded which is preceded by "Simon says"; but they must not obey a command which is not preceded by "Simon says." Any player who makes a mistake must sit down in his seat if the leader sees the error and calls his name. After the leader has caught three players making errors, another leader is selected, the three players get into the game again, and the game starts again with the new leader giving the commands.

## EXCHANGE TAG

Level: Primary-Intermediate

The players sit in their schoolroom seats. One child is selected to be It. He stands in the front of the room facing the players. The teacher calls the names of two children who, as soon as their names are called, exchange seats. The child who is It tries to tag one of these children before he reaches the other child's seat. If he is successful, the child who was tagged becomes It and the game is repeated. If no one is tagged, the game is repeated with the first child as It again.

## ERASER RELAY

Level: Primary-Intermediate

The children remain in their schoolroom seats and the teams are designated by the rows across the room. A clean eraser is placed on the floor in the outside aisle beside the seat of each child in the right-hand row of seats. At the signal, each child in this row picks up the eraser in his right hand, takes it with his left hand, and places it on the floor to his left, where it is picked up in the right hand of the next child and thus is passed across the width of the room. The team wins which finishes first with the eraser on the floor in the left-hand outside aisle.

## WASTE BASKET SHOOTING

Level: Primary-Intermediate
Equipment: 1 wastbasket and 3 beanbags per row of children playing
Formation: rows

The wastebaskets are placed on the floor, three feet in front of the first desk in each row. Children stand on left side of their desks in each row. The first child in the row tries to throw the beanbags into the wastebasket. After shooting, the child retrieves the beanbags and places them on the first desk before walking down the right side of the desks to the end of the line. The second child then moves up beside the first desk and the game is repeated.

Variations:

a. Shooting underhanded, with both hands, right or left hand only.
b. Move shooting line to second or third desk.
c. Place baskets on chairs or stools.

## HUNTSMAN

Level: Primary-Intermediate

One child is selected to be the hunter. He stands in front of the room and says, "Who wants to go hunting with me?" Those who want to go on the hunt say, "I do!" Then, they get in place, the hunter leads them anywhere within a designated play area. They must follow him and do everything that he does. Suddenly, he calls, "Bang!" This is the signal for all the players to run back to their seats. The player who is back in his own seat first may be the hunter for the repetition of the game.

## SQUIRREL AND NUT

Level: Primary-Intermediate

The children are at their desks with their heads down and their right hands open and on top of the desks. One child is the squirrel; he drops the nut

(any small article, such as a piece of chalk or crayon) into the hand of a child. That child immediately gets up and tries to tag the squirrel, who is safe by reaching the seat vacated by the second child. If he is caught, he must be the squirrel the second time. If he is not caught, the other child becomes the squirrel.

When played on the playground or in the gymnasium, the players stand in a circle formation with hands open behind their backs; and the runner is safe upon reaching the vacant space in the circle.

## ANIMAL RELAYS

Level: Primary-Intermediate

Relays may be varied by the players progressing to the goal and back in the manner of some animal walk. Variations may be: (1) donkey walk, traveling on all-fours to the goal and imitating the donkey's kick and bray; (2) crab walk, walking on all-fours and with the face up; (3) lame dog, walking on two hands and one foot; (4) bear walk, walking on all-fours with feet going outside of hands; (5) duck walk, walking on two feet in a squat position, et cetera.

## I SAY STOOP

Level: Primary-Intermediate

The players stand in the aisles facing the front of the room. The teacher or leader stands in front of the players and gives the command, "I say STOOP!" or "I say STAND!" The players follow the leader's commands and not his actions. He may stoop* when he says stand, or stand when he says stoop. Anyone not following the command becomes It and takes the place of the leader.

*Take a deep knee-bend position.

## POISON SEAT

Level: Intermediate

All vacant seats in the room are marked by turning up the seat or by placing a book on the seat. Those seats are called "poisoned." One players is It. Hi seat is marked as a vacant seat. He stands in front of the room. He calls, "Change!" All players must exchange seats and It attempts to get a seat. No player can sit in a "poisoned" seat. The player failing to get a seat comes to the front of the room and the game is repeated with that player as It.

## INDIAN RUNNING

Level: Intermediate

Five or six players are chosen to leave the room. These players arrange

themselves in any order, return to the room, running once around it then leaving again. Then they return and the other players must name the correct order of the players as they ran around the room. The child who is successful may choose five other children to leave with him and the game is played again.

## BLACKBOARD RELAY

Level: Intermediate

Blackboard relay is played in a relay formation, as for Simple Relay. However, instead of crossing a goal, each player writes a number on the blackboard just in front of his row. The last child must add all of the numbers written on the board by his team. The team wins which finishes first with its numbers correctly added and with no fouls against them.

## I SAW

Level: Intermediate

The players are seated in a circle. One child is in the center of the circle. He says, "On my way to school this morning I saw -----" He then imitates, in movements or gestures, what he saw and the others try to guess what is was. The child who guesses correctly goes into the center and the game starts again.

If no one guesses correctly, the child in the center tells what it was that he saw. If his imitation was good, he is praised and allowed to be It again; if the imitation was poor, he joins the circle and another player is selected to show what he saw on the way to school.

The game is played in the schoolroom as the children sit in their seats. The child who is It stands in the front of the room.

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# ART ACTIVITIES FOR ELEMENTARY SPECIAL EDUCATION

For the elementary art teacher who must teach all subjects, including art, it is difficult to find the time to search for ideas. The purpose of this manual is to provide a variety of art activities for the special education teacher to use with her class.

The activities are not original but were taken from several sources which are listed in the bibliography. An attempt has been made to select only those projects for which materials are readily available and for which instructions can be kept simple and uncomplicated.

Artistic experiences should be enjoyable and include activities which can be expanded and cultivated during leisure time. Art provides an opportunity for:

1. Creative expression
2. Skills and techniques
3. Correlation with other subjects
4. Emotional release
5. Leisure time activity
6. Good work habits
7. Neatness and cooperation
8. Developing individual capacities

Children must be taught skills and techniques but with careful guidance a creative approach can be retained.

Organization and planning are necessary. Show enthusiasm for the lesson. Give a short introduction and then keep the children working and explain as they go along. Alternate creative work with directed lessons and group projects with individual work. Never attempt to talk above a noisy class and try to spot trouble before it starts. A tap on a student's shoulder will work better than across-the-room comments. Try to talk to individual students and build up the ego of each. When you make a mistake, admit it and apologize when you are wrong.

In evaluating elementary art consider originality, skills, effort and attitude. A picture should not be judged on its realism but on its sincerity and directness. Tell the children that you appreciate originality in their work and help them respect and appreciate the creative work of others.

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## SUGGESTED MATERIALS

Bogus paper
Bottle tops
Burlap
Cardboard
Cellophane
Chalk
Cleansing tissues
Cloth
Construction paper
Cotton batting
Crayons
Drawing paper
Finger paints
Foil
Food trays
Kitchen gadgets
Lacquer
Manila paper
Mural paper
Newspaper
Old magazines
Paintbrushes
Paper napkins
Paper plates
Paper scraps
Paper towels
Paste
Pipe cleaners
Sawdust
Scissors
Screen
Squeeze bottles
Squirt guns
String
Tacks
Tempera paints
Thread
Tin cans
Tissue paper
Varnish
Wallpaper paste
Wallpaper samples
Watercolors
Waxed paper
White glue
Wood scraps
Yarn

## Autumn Trees with Paint

Take a piece of 12" x 18" paper -- white, light blue or green as a background. Discuss trees and how they are made up of trunk, branches and leaves. When the children have decided the trees bark is rough, they should tear the paper for the trunk and branches. Paste the tree (trunk and branches) on the larger paper.

Each child should now have a piece of wax paper the same size (12" x 18") as the background. Choose the paint for your trees to fit the season. Have the paint in containers from which a small amount of paint can be poured. On each picture pour a small blob of each color just above the trunk of the tree. The colors can be placed next to each other or one above the other. The child places the wax paper over the paint and spreads the colors out and up towards the edges of the paper. The colors mix and create beautiful patterns and mixtures which look like clusters of leaves.

Keep the wax paper on over night. Then when the paint has dried, peel it off. Some of the wax will remain on the paint, giving it a soft sheen.

## Lazy Hazy Pastels

For all the brilliance of their color, fall days often have a lazy feeling about them. Discuss the quiet hazy quality of their light, diffused by smoke and early morning mist -- or even smog. Then use warm shades of colored chalk on rough brown paper toweling to catch this aura. Blend one color into another without drawing any particular object.

Tear edges of the completed composition so that they are uneven and give the picture an interesting shape. Mount on a torn colored liner and then on a sheet of construction paper.

## Textured Trees

With white chalk, draw the trunks and branches of trees on dark burlap. Cut these out and glue them to a light-weight cardboard or oak-tag background. Snip bits of felt or other material into leaflike shapes and glue them on the picture.

## Bowls of Bounty

Combine real leaves, pods, nuts, or grasses with crayoned or painted cutouts of fruits and vegetables. Arrange in and around a bowl cut from wood-grained adhesive paper. Glue to a contrasting poster board.

## Tissue Ghosts

You need two cleansing tissues, a rubber band, a length of string and some scraps of paper for each child.

Have the youngsters roll one tissue into a ball. Wrap another tissue around the ball, leaving the ends free. Use a rubber band to secure the head, paste on the paper scraps to make facial features.

If you want the ghost to float just attach the length of string to his head and hang him up.

## Haunted Houses

Before starting this project discuss haunted houses and ghosts with the children. Ask them to visualize what they would see if they opened the front doors and windows of a haunted house.

Distribute papers and crayons and have the children make large drawings of a haunted house, but tell them to leave the inside areas of the doors and windows blank. Next, have them draw and color the "things" they might see in the doors and windows. The final step is to cut the doors and windows from another sheet of paper and paste them on the picture so they fold back and you can see what's in the window behind them.

## Pumpkin Faces

Have each child bring in a fairly large cardboard box or carton. Cover it, if necessary, with a layer of paper, paint it orange, then design a face. Make stems from twisted green wrapping paper or pipe cleaners. Big pumpkins may be piled in a corner, while little ones may fit best on the end of a shelf or on a low table.

## Easy Witch

Each child folds a rectangular piece of black construction paper in half lengthwise and cuts from one corner to the other. The shape when unfolded should be a large triangle. From the piece left over, cut a strip for a hat brim. Scraps of other colors are pasted on to make the witch's face.

## Snowmen

Have the children draw snowman outlines on heavy paper. They can make their own snowballs from cotton batting and fill in the outlines with them. The scrap bag supplies materials for decorative details.

## Off-beat Snowmen

Have the children cut out circles in a variety of sizes. They should mount the circles on a dark background in such a way as to give their snowmen the appearance of as much action as possible. Let the children decorate their designs with paper and cloth accessories.

## Snow Scene

Combine white chalk and colored crayons for a winter scene. Use blue or black paper. Color with crayons. Use white chalk for snow. Twisting chalk makes quiet fluffy snowflakes.

## Sparkly Winter Scenes

Give a little glitter to boldly painted scenes of winter activities. When painting is completely dry, squeeze glue on areas you want to shine, and sprinkle with salt.

## Screen Stitchery (Valentine)

Obtain some left-over scraps of aluminum screen from hardware stores or lumber yards. With tin shears, cut into usable sizes (no larger than an average-size book).

Draw a simple valentine subject directly on the screen with chalk. Use a large needle and yarn to stitch around design. Glue on an edging cut from paper place mats, or use pieces of bulky yarn, lace trimming or ribbon.

## Mighty Winds

Have pupils create a windswept look on paper. Use various shades of blue, gray, black, and brown. Short strokes and broad ones, fluffy clouds and skinny ones, and bending trees all help create "bluster."

## Bird Portraits

Construction Paper
Leaves, Dried
Glue

Make outline drawings of birds on the paper. For best results, apply glue to a small area, stick on leaves, and continue to alternate the application of glue and leaves following the outline. Bright highlights can be made with colored paper or felt.

## Reflection Pictures

On a wet day, have children notice how the streets reflect cards, buildings, and shrubbery. Fold 12" x 18" white drawing paper crosswise below the middle. On the larger half of the paper paint a colorful scene quickly. Immediately fold the bottom part over it. Add horizontal brush strokes on the lower section to suggest water, and the painting appears as a reflection in the water.

## Magnificent Blossoms

Wet a brush in thick white or light color tempera. Then dip brush tip only into a darker tempera, such as magenta. The paper is rotated as the brush tip makes the flower's outside (or inside) edge while the rest is created by the light tempera. Without washing the brush, dip into another color, then another, and repeat process for other flowers. Leaves are made in the same way. Add stems, branches, and flower centers last.

## Blob Prints

Pour out small amounts of paint on a strong background paper — tag, construction paper or brown wrapping paper. Place a piece of wax paper on top of the paint puddles and spread them until they mix and form new colors and exciting patterns and shapes. The primary colors (red, yellow, and blue) plus white are best because you can achieve the secondary colors plus pastels with them.

When the blob is formed and before the wax paper gets too wet, pull off the wax paper. The design on the wax paper is in itself a print which can be allowed to dry.

After the wax paper has been removed, other prints may be taken from the blob on the background paper by putting another colored or white paper over it. Rub the overlaying paper gently, then pull it off for another print. This can be repeated as long as the blob lasts.

Variations:

1. Use your dried print to cut out colorful flowers, birds, leaves, etc. Mount them on dark background.

2. Find a realistic picture within your blob print and outline it with black paint, crayon, or dark magic markers.

3. Cut out a black silhouette and paste it on the dried blob.

4. Frame your print.

## Foil Etching

You need a piece of foil — size depends on how large you want your picture to be and a whole folded newspaper on the desk. Great care must be taken to treat the foil gently because every wrinkle will interfere with the finished picture. With a dull pencil or ball point pen, a picture is drawn on the foil over the newspaper padding. Enough pressure must be used to create a raised surface on the opposite side of the foil but too much pressure will tear the foil.

When the outlines of the picture (or design) are finished, solid areas may be indicated by making patterns with line. You may crisscross lines, put lines together in straight or curved stripes, or you may make polka dots. Turn the foil over and you will find a picture of raised lines that gleams

as if it were a metal plate. It is a good idea to staple the pictures on paper or cardboard. Frame.

## String Printing

Use an empty tin can with both ends cut off, for a roller. Tie a string around the can and then continue wrapping it around the can--as many times as you wish, depending on the kind of design you want.

Spread some tempera onto a heavy piece of paper. Lay the can on it, press your fingers down on the inside--and roll it over the inking pad. Roll back and forth in different directions several times to be sure the cylinder is thoroughly inked with paint.

Print on any kind of paper--white or colored. Begin with the can just off the bottom edge of the paper to be printed. Roll it entirely across the paper to just off the top edge. Repeat the process over and over again until the whole page--or as much of it as you want--is filled.

Gadget and string printing can be combined for novel designs.

## Gadget Printing

For gadget printing you need lots of things so look around the kitchen for all the odd shapes you can find--things like spray can tops, plastic pint fruit baskets, thermos bottle tops, corks, round or rectangular box tops, paper towel cores, sponges, knives, forks, cookie cutters, potatoe mashers, etc.

Use a large paper to make the picture on and tempera paint. Do not dip objects into paint. Use watercolor easel, or paste brushes and brush the paint on the printing edge of the gadget. Just press and lift and then re-ink. Turn the gadgets in different directions and overlap the prints but do not move the gadget on the paper. Remember, printing is just pressing down and lifting up.

## Traymobiles

You'll need two papier-maché food trays (same size) for each person, glue, black tempera paint, and bits of colored cellophone. Using scissors, cut a hole in one of the trays. Cut a freeform or simple geometric shape. Two or more shapes may be made depending on the size of the tray. Leave plenty of solid space between the shapes because the cardboard would tear if the spaces were too close together, you need space to glue the cellophane, and solid space makes a pleasant contrast with the open areas.

Lay the two trays down with backs together and trace your design on the second tray and cut the sections out.

Paint the solid part (front and sides) of the trays a dull black with tempera paint. Glue colored cellophane to the back of one of the trays

and then glue the backs of the trays together so the edges of the cellophane are hidden and you will have a lovely design on both sides.

All that's left to do is insert a thread through a hole in the top and suspend the design as a traymobile.

## Montage

You'll need a pile of old magazines, scissors, paste and a piece of 12" x 18" paper. In a montage, it isn't important that things be in proportion--just that everything is related to one idea. You might have a machinery montage or a food montage or pets, furniture, cars, houses, bridges, etc.

Tear pictures from magazines--place on large sheet of paper. Put them in any place, any direction just as long as they look good. Plan the lines of your picture so that your eyes move easily from one place to another. Overlap all the parts of your montage and cover the whole paper--leave no empty spaces.

Words that fit your montage may be used. Arrange them right in with your picture--upside down, sideways, any place that looks just right.

## Crumpled Paper Napkins

Outline an object by sketching it with crayon on a 12" x 18" manila drawing paper. One color of crayon will be enough and just draw the outline of each part. You might draw such things as autumn trees, snowmen, Easter eggs, flowers, birds, fish, animals, or clowns.

When the crayon drawing is finished, cut it out. Spread a liberal amount of paste over a small area of the drawing. Then quickly tear off a piece of paper napkin about an inch and a half or two inches square. Crumple it a little, then stick it into the paste. Tear off a second square, crumple it, stick it into the paste and push it up close to the first one. Be sure the pieces go all the way to the edge of your picture and don't let any of the paper or crayon lines show. When you come to where a new color should be, just change colors.

## Crayon on Cloth

You need cloth and crayons. The cloth can be any plain material--unbleached muslin or just an old sheet, white or any light color. Tear the cloth into pieces about ten inches square so each child will have one square on which he can draw his picture. They should chose one main topic--spring, underwater, sports, or whatever they choose. Some of the edge of the square will be used in the seam, so the pictures should not go too close to the edge.

The children should make their pictures with crayon pressing hard enough to make good bright colors.

The pictures should be ironed when finished. They will lay the picture face down on newspaper, put another newspaper over the picture, and press. The color goes all the way through and becomes permanent.

Sew them together for hanging, tablecloth or whatever the children decide it should be.

## Bottle Top Sculpture

You will need a variety of sizes and shapes of spray can tops, model cement, and stiff cardboard such as comes with new shirts or from the backs of writing pads. For variety add some unusual bottle caps.

Cut a piece of cardboard a few inches larger than the cap and cement them together. Leave part of the cardboard extended beyond the cap to make a little shelf on which other caps may be placed. Your sculpture will grow as you add more caps, tops and cardboard in different height layers and in different directions. You may want to cement top on top or perhaps you'd prefer a layer of cardboard between each top. You could also use the cardboard as a bridge between the areas of the construction. The sculpture can remain as it is, or you can spray or paint it.

## Crayon Resist on Wood

Choose a piece of wood--small pieces of plywood are good. Any unpainted or unstained wood may be used. The grain in the wood may suggest a background for a picture.

Draw a picture directly on the wood using bright colored wax crayons. Apply the crayon thickly, but leave quite a bit of the wood background showing. Use some diluted tempera paint, commercial fabric dye or colored ink and brush over the entire wood surface, going in the direction of the grain. The picture will be undisturbed while the background will absorb the color like a stain.

## Wood Sculpture

Gather together a large collection of scrap wood (perhaps, from your High School industrial arts department). Remind children to select a large block to begin with for the base. Then everyone should choose three or four more blocks that they like. You may want them to spend time sanding the blocks before they build their designs and glue them together. A couple coats of varnish may be added as the finishing touch.

The children should not try to make something that looks real, just an interesting construction.

## Coal Garden

6 Tablespoons blueing
6 Tablespoons salt
6 Tablespoons water
1 Tablespoons ammonia

Mix ingredients and pour over coal.

## String Design

8" circle, cut from light cardboard
Thread in a variety of colors.

Around the circumference of the circle, cut slits or notches about 1/4 inch deep and about 1 inch apart. The notches can be spread farther apart, if desired.

Knot the thread and put the knot behind one of the notches. This is the beginning of your design. Keep the thread on the spool, and bring the spool from the first notch to the second notch. Bring the thread back through the first notch and this time bring it to the third notch. Continue this way proceeding with each notch but always coming back to the beginning notch in between.

When you have completed a cycle and have gone completely around your circle one time to each notch, you are ready for step 2. Begin by making notch 2 your first notch, work from 2 to 3; 2 to 4; 2 to 5, etc.

Make variations by using different patterns and colors of thread.

## Yarn and Stone Mosaic

A mosaic effect can be created quite simply by making a design of looped black yarn on a base of cardboard. The cardboard can be any size or shape and should be covered with a coating of white glue. Swirl about a foot or 18 inches of yarn in this glued area making as many loops as possible, being certain that the two ends are joined. Press the yarn firmly into the glue. The areas formed by the yarn should each be filled with a different color of aquarium gravel, green and yellow split peas, rice or several colored dried beans.

Different colors should be laid next to each other. For best results, thin the white glue slightly and re-apply to each enclosed area as you fill it. Press with the palm of your hand as you go. When all the areas are filled, allow to dry. Then gently shake off any excess that is not glued.

## Yarn Geometrics

Geometric designs can be made on a 6" x 8" celotex panel (obtained at most lumber companies), using tacks, map pins or colored thumb tacks

and strands of yarn in two colors. Fourteen tacks are pressed into the panel--one in each corner and the other ten straight down the center in a row.

Tie off one color of yarn at the lower left corner tack. Pass it up and over the top tack in the center row of tacks; bring it down over the tack in the lower right hand corner; pass it up and over the second in the center row of tacks; and then bring it down over the lower left hand corner. Continue this until the yarn is brought up and over all but the last two tacks in the row. Tie off the first yarn color. You now have a series of eight angles in one color.

Turn the panel in the opposite position and repeat the process with the other color. Follow the same sequence as before. You now have two series of two different colored yarns crisscrossing each other.

To make the design look tidier, you may want to touch the four loose yarn ends with white glue and work them up along the threads from the corner tacks so they do not show.

## Sawdust Mache

Sawdust mache may be adapted for all sorts of modeling projects. Mix it with dry wallpaper paste and water until it is sticky and pliable. When dry, it is hard and durable and may be varnished or painted and then shellacked.

## Fold Drawing

Fold colored poster paper in half and draw an object with chalk. Fold chalk drawing inside and rub the outside. You will have two pictures. Color with crayons. Birds, flowers, people, animals, or fish are good figures for this activity.

## Duplicated Name Designs

Fold a sheet of paper so that a central crease runs parallel with the paper's two longest sides. Using your crayon write your name or that of a friend large and legibly so the bottoms of the letters hit the fold of the paper. Press hard and make the name heavy. Fold the sheet and press the crayoned name hard against the clean half of the paper. You will get a mirror image of your name. Go over this with crayon. Then fill in the loops of the letters and in between with little designs and details on both sides of the fold.

## A Wet Chalk Medium

Children cover a large piece of manila or bogus paper with white powder paint and a wide wet brush to spread it evenly. While paint is still wet, but not puddly, use the sides and ends of soft, colored chalk to make rhythmic designs on the paper.

## Hand Design

Using construction or some other form of drawing paper, the child places his hand on the paper and lightly draws around it. Then he moves his hand to another position and lightly draws around it again. He can overlap or criss-cross, drawing two--or twenty-- or fifty hands.

Now with color he makes a selection of lines or spaces that create an interesting design. Often by turning the paper he will discover things he did not expect to find in his line design. He may color over some lines, accenting some or stay within the boundaries of some spaces and ignore others.

Hand designs can be made by any age because each can develop the project at its own level. The younger children are reluctant to overlap their handprints, but still enjoy the novel experience of drawing around their hands. Each child works out the project in a slightly different manner and the results will not be stereotyped.

## Finger Paint Over Crayons

Break up the area to be crayoned by drawing a few lines that cut the space into large jigsaw puzzle pieces. Crayon these heavily in bright contrasting colors. Then make a finger-painting with a deep color on top of the crayoned design, allowing much of the crayon color to show.

## Crayon and Metal Paint

Gold or silver can develop decorative patterns into something quite rich-looking. Use the metal paint as one of the colors in the design.

## Melted Crayon Paintings

Odds and ends of crayon of each color are put into separate sections of a full-size muffin tin and set over a 100-watt light bulb to melt into paint. Hair or bristle brushes may be used. Since the quick-drying wax is hard on a brush, keep brushes washed out in alcohol, or a brush cleaning fluid.

## Crayon on Wallpaper

Use an allover design or a texture in a pastel color. Try a landscape on a paper with fine horizontal lines or experiment with an underwater scene on a allover design that suggests bubbles.

## Oil Crayons

Oil crayons produce similar work to oil paintings and can be applied to almost any surface, particularly those with some "tooth" or grain such

as charcoal, manila, or bogus papers, or canvas and upson boards. The finish is not permanent and finger marks will show on samples, so if handling is to be done, be sure that the work is covered first. Designs in oil crayons may be given water-color washes which will fill in some of the remaining areas interestingly.

### Glue and Chalk Designs

Add a little water to Elmer's glue and then place about a tablespoon of the mixture in the center of a sheet of paper. Smear around with a little paper roll.

Then place big blobs of different colors of chalk side by side over the paper.

If the bright-colored chalk spots are outlined with black chalk they will be flamboyant flowers that seem to glow fluorescently.

### Crayon and Blue Detergent

Using heavy white drawing paper, color, pressing heavily and covering the paper. Children may color in any design.

Apply thick blue suds, made by beating detergent with water, over the whole area. Designs can then be made in the soap, using fingers, fingernails, or any part of the hand.

For variations, experiments could be made on finger-paint paper, colored construction paper or any color tag.

### What Is It?

Give the children sheets of paper on which random curved lines have been drawn. Ask them to turn the paper any way they wish and add as many lines to the drawing as they wish to get an unusual answer to the question: What is it?

### Reverse Prints

Cover the working surface with newspaper. On the newspaper, place a large, flat piece of material such as glass, a cookie sheet, formica or linoleum. Turn the surface into a printer by gluing to it (with white glue or rubber cement) objects of various shapes and textural surfaces--from burlap, sandpaper, corrugated cardboard, twine, yarn, etc. The items should have approximately the same depth on the plate. Brush the raised items on the printer with ink or paint (different colors may be used), using a 1/2-1" easel brush. Place the paper or fabric to be printed over the printer and press down on it firmly with the hands or a roller. Lift up the print and let it dry.

## Foot Printing

Take the class to the playground with paper, shallow foot-sized pans, jars of tempera, water, and paper towels. Have children use one bare foot to make prints by stepping in a shallow pan of tempera and stepping on the paper. By the time all the feet are clean again, the prints should be dry and ready for cut paper details to be added. Birds make good footprint subjects.

## Recycled Terry-cloth Collage

This activity may help you promote the concept of recycling. Have each child bring to school an old wash cloth, hand towel, or bath towel that's about to be discarded. By sharing materials, the whole class can make colorful collages. Cut the towels into geometric shapes and paste on heavy construction paper or posterboard.

## Scribble Critters

Each child shuts his eyes and scribbles briefly on a piece of paper. Then with eyes open the child looks for shapes and lines that remind him of some animal or object. When he finds something, he colors it in so that it stands out a little more.

## Paper Plate Collage

Have children make a collection of odds and ends they find on the playground--such things as stones, buttons, leaves, feathers, and bits of plastic. Hand a paper plate to each child and as each youngster brings back his collection show him how a generous squirt of white glue and some patience in pressing and fastening will hold the objects to the plate. Placement can be random or structured.

## Wire Weaving

Using a wire cutter, cut chicken wire or hardware cloth into the desired shape. Cover all the cut ends of the wire with masking tape. Weave designs and patterns on the wire with yarn, ribbon, and string of all sorts of colors, textures and thicknesses. Tie one end of the material to the wire. Pierce the other end with a bobby pin and pull it through to the closed end of the pins. Weave over and under the wires--one, two, three, or more at a time. When you are finished with any one kind of material, tie the end of it to the wire frame. Then tie the new piece to the frame, insert the bobby pin and continue weaving. The protective masking tape can be removed or replaced with cloth tape when the piece is finished.

## Squeeze Plaques

Fill empty detergent bottles, plastic catsup dispensers, or other squeeze-type containers with a mixture of 4 parts white glue, 1 part dry plaster

of paris, and 2 parts powdered black tempera. Squeeze evenly onto scraps of plywood or heavy cardboard. Fill area with a fairly open linear design. Let dry thoroughly. Then paint different sections between and around the raised lines with tempera. Attach a hanging device.

### Squirt-Gun Splashes

Fill squirt guns with thinned tempera and add their squirts of paint to a predrawn ink design. Or make a picture using only squirt gun splashes. Vary the angle of the paper for different effects. This can be done outdoors as well as in your well-newspapered classroom.

### Life-size Figures

Students lie down on mural paper while others trace them with pencils. Outline and paint the figures. Make into totem poles, tumbling act or clown pictures.

### Watercolors on Tissue Paper

Cut colored tissue paper into rectangles and paste on white drawing paper. Use watercolors or black ink to paint a picture on the tissue.

### Silhouetted Finger Painting

Since finger painting seems to be the most relaxing of all art experiences for children, it could be used more extensively at all levels. Many amazing pictures can be invented by pasting cut paper silhouettes over the completed finger painting which becomes the background for the cut-paper forms. Frame and display.

### Lacquer Dribbles

Masonite
Clear Lacquer
White Lacquer
Dry Tempera

"Size" smooth pieces of masonite with a ground coat of white lacquer. Mix dry tempera into clear lacquer in small tin-foil pie plates. The lacquer gives the dry tempera a brilliance it doesn't achieve when mixed with water.

The children pour their dribbles, using big spontaneous movements. Each coat is allowed to dry before additional pourings so that the pictures acquire unusual textures.

### Wet and Wild

Soak sheets of paper in water for a minute or so (be sure the paper isn't glossy coated). Then have the children brush on a few strokes of colorful

tempera paint. Don't let them overdo it; the wet paper will cause the paint to spread gently of its own accord. After the paper has dried the youngsters can add a few green-paint leaves and stems.

## Scrap Paper Caper

This project utilizes the scraps of construction paper that every classroom seems to have in abundance by the end of the year.

Have the children choose a subject, such as an insect or animal, for their pictures. Give each child a sheet of lightweight cardboard or heavy construction paper. First, the children use torn scraps of colored tissue paper to form the background. Once the tissue has been arranged in a pattern to suit him, the child then glues it down.

Using the scraps of black construction paper, the child tears it into the shape of his subject, and glues that into place.

## Picture Sandwiches

Fold a piece of wax paper in half and then unfold so you have the top and bottom of a picture sandwich. Use colored construction paper and cut out the parts of your picture (silhouette type). Arrange these parts (filled) on one half of the wax paper. The other half will cover the filling.

To add color shave some bits of old crayon over your picture. When all the parts of the picture are in the right place, cover the filling with the other half of the wax paper--the top of the sandwich. Slide a piece of cardboard under the wax paper sandwich. Cover with a piece of newspaper and press with a medium hot iron. Pictures may be taped to windows.